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ABSTRACT

Each year, Arizona's Office of Migrant Child Education participates in a Teacher Exchange Program with other states. The Teacher Exchange Program's objectives are (1) to provide an opportunity for state educational agencies to share training techniques, materials, and procedures through practical application and on-site observation and (2) to provide training which will develop resource personnel to assist state educational agencies in the development of future interstate and intrastate programs. On 17-21 April, 1972, Arizona's delegation, consisting of 7 teachers and 3 administrators, traveled to Michigan for an observation tour of its Migrant Child Education Programs. The delegation visited 1 preschool, 4 elementary schools, 1 junior high, and 1 high school. They visited the city migrant programs located in Lansing and the rural schools located in Montague, Fennville, Hartford, and Lawrence. This document contains reports written by the participants upon their return to Arizona. These reports discuss the participants' overall observations of the programs they visited. Some of the discussions reported were on such topics as the meetings, schools, and classes attended by the participants; the materials being used; the instruction; the curriculum; and the personnel involved in these programs. (NQ)

ARIZONA'S

MIGRANT CHILD EDUCATION

TEACHER EXCHANGE

ED 068214

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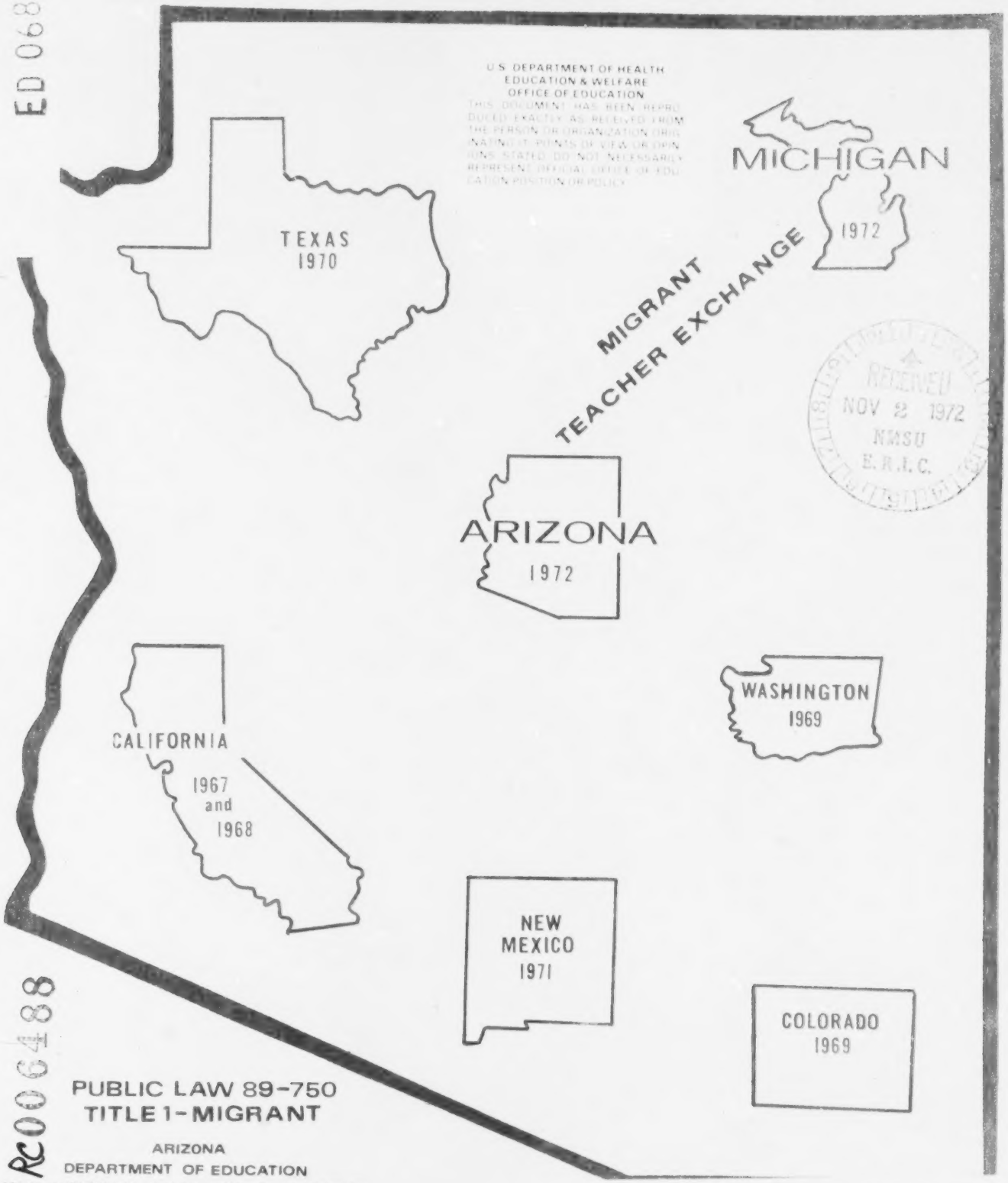

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TEACHER EXCHANGE BULLETIN

DEPARTMENT OF EDUCATION

DIVISION OF

MIGRANT CHILD EDUCATION

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TEACHER EXCHANGE BULLETIN

The office of Migrant Child Education, State Department of Education, annually participates in a Teacher Exchange Program with other states. This year, 1972, we had the privilege of visiting the state of Michigan.

Arrangements are first made with other states to send teachers and administrators on an observation tour of their Migrant Child Education Programs. The objective being to provide an opportunity for State educational agencies to share training techniques, materials, and procedures through practical application and on-site observation, also to provide training so as to develop resource personnel to assist in the State educational agencies development of future inter and intra-state programs as funds become available. Observation reports required by participants engaged in this Teacher Exchange Program will enhance the inter-state agreements regarding curriculum dissemination and exchange of teaching ideas and techniques.

The following pages are actual reports or excerpts from reports of the Arizona delegation that traveled to Michigan April 17-21, 1972. Eight Migrant Child Education Projects were represented by a teacher or a program coordinator as recommended by the administrator of that project and one State level consultant from the Division of Migrant Child Education. The people listed are those who participated and the schools they represented.

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ARIZONA-MICHIGAN TEACHER EXCHANGE TOUR

The first and most important issue here is to acknowledge the outstanding individuals who participated in this annual program. It was a pleasure to travel with such fine people and most certainly a privilege for me to become better acquainted with all of you. Thank you Frances, Janet, Jane, Barbara, Nancy, Rudy, Manual, Gene and Frank.

The week visiting in Michigan was quite enjoyable and very educational. The Michigan Migrant Education Department certainly surpassed the expected courtesies extended to visitors. Mr. Jesse Soriano, State Migrant Director, was kind enough to take time out from his busy schedule to be with us far more than we had anticipated and this was deeply appreciated by all of us, we were made to feel most welcome. Mr. Joe Cardenas, the "man in charge" of the whole tour was, of course, "outstanding," along with the other members of the State migrant staff, Shirley Willard and Laverne South. All in all, the people in charge of the various programs were very kind and helpful to us.

The tour enabled us to observe city migrant programs such as the following in Lansing; High Street Elementary, Allen Street School and Pleasant View School. The rural schools visited were; the Methodist Church pre-kindergarten program for migrant tots in Montague, Anna Michen Elementary, Fennville; Hartford Elementary, Hartford and the regional office for Van Buren Intermediate School District in Lawrence.

Mr. Cardenas carefully explained the various activities of the Michigan Migrant Program. The 1972 Title I migrant allocation for Michigan was approximately 3.5 million dollars. Therefore Michigan is able to support and maintain over fifty (50) migrant programs at private

and public schools for migrant children that are predominately classified as five-year provision migrants.

The National Migrant Student Record Transfer System was nine (9) months behind the migrant students in Montague and seemed to create more work than benefits. The teachers at various other schools said the transfer records did not contain enough information to assist them, but said they could understand how it would eventually.

The migrant programs are not in full operation until May when the migrant families travel to Michigan to harvest such crops as; cherries, asparagus, sugar beets, beets, tomatoes, corn, strawberries and peaches. Approximately 50-60 thousand migrants enter Michigan in the late spring.

At this point, I feel I should include the other experiences we had away from the school environment, such as the privilege of visiting with Mr. and Mrs. Joe Sanchez, Principal in Lansing. Our visit in their beautiful home provided us with an opportunity to discuss social, political, and other professional issues pertaining to Lansing and the surrounding area.

Also in Lansing, we were able to visit during and after working hours with migrant staff members that certainly knew the problems of the inner-city migrants as well as the unique problems of the non-migrant Chicanos.

The non-migrant Chicanos create new challenges for the migrant families as they settle with their youngsters in Lansing. Mr. Juan Armando Sauceda, High Street School Home Visitor, was most helpful to us as he explained his experiences with the people he had come in contact with, including the university Chicanos. Mando described home conditions unique to Lansing and how the High Street migrant school staff was

attempting to reach, then educate the inner-city migrant students and their parents or guardians. Mr. Rodrigo Santa Ana, the Migrant Program Coordinator at High Street School, explained the social conditions of the migrant adults and also some of the local political activities of the local Chicanos. Mr. Santa Ana also informed us of the expenditures and programs of the High Street Migrant Program. Mr. Sauceda and Mr. Santa Ana explained the functions of El Cristo Rey and how it was benefiting the Chicano community in Lansing.

Next we visited with Sue Gerard, a most pleasant person, at the Methodist Church preschool in Montague. Here we learned about the cost for 86 migrant tots. This program received $82,000.00 for the regular school year and they anticipated $34,000.00 for 60 summer school migrants. This area of Michigan harvested asparagus, celery, cucumbers and fruit. The director stated that these pre-kindergarten migrant students had to score 70% or more on an entrance exam in order to move up and into the kindergarten level.

In Hartford we met Miss Fitzgerald, the migrant teacher, and the teacher aide that remained at the migrant room (backstage) while Miss Fitzgerald traveled to the intermediate and junior high school to work with those migrants two days a week. This migrant teacher migrated to three different schools per week and served approximately 110 migrant students K-8.

At Fennville we observed excellent classroom facilities that were transportable and at the junior high school, which was condemned, a mobile unit was parked outside and seemed to be the most practical approach to reaching and educating the older migrant children.

Mr. John Dominguez, the Migrant Regional Director for three counties in southwest Michigan, was most impressive. During the brief

period I heard him speak, it seemed to me that he was quite concerned about providing better learning experiences for the migrant children and better job opportunities for the migrant parents. John was most concerned about changing the local residents' attitudes towards migrants and seemed to be doing what was best for the migrant children. Plans were being discussed for the 1972 summer migrant program for an anticipated 1,000 migrant students in that region of Michigan.

The tour was most profitable for me and I'm sure for the participants. It was quite an experience.

Again, I wish to thank the people we met in Michigan and a special thanks to the "palomera" from Arizona for making everything so easy for me.

MICHIGAN VISIT OF MIGRANT PROGRAMS

OBSERVATIONS

Meetings

The staff in the Migrant Program itself were most cordial and hospitable. The meetings apart from those handled by the top echelon left a lot to be desired. They were not planned on an exchange basis. The Arizona group was only met briefly by one school administrator from the regular school system.

Schools and Classes

We visited four elementary schools, one junior high, one preschool and a high school.

At the elementary schools we observed the migrant teachers working with the migrant children, who came to them to receive additional or supplementary help. The classroom facilities for the migrant children were very poor as compared to normal classroom facilities. Only at one school were the facilities adequate--a mobile classroom unit had been divided to be used with small groups and the certified teachers were working with the migrant students from the respective classrooms. At this school teaching materials were plentiful and seemed to be moving towards a definite Language Arts Program.

At one of the elementary schools of the inner city (Lansing), the migrant classroom had pleasant working appearance, with an exciting and high interest atmosphere. This teacher seemed to have good rapport with classroom teachers and migrant students. Most of the teaching materials were made by the teacher and aide.

The preschool project was very similar to a kindergarten. Mothers were working as teacher aides.

Visitations

We visited the State Office, Migrant Division of Education

CURRICULUM

Materials

The teaching materials were few and far between; no cooperation between the migrant classroom and the regular school. Nor did I observe much in the way of use and selection of instructional materials nor to their effectiveness.

Methods of Teaching in all Areas

Did not visit a regular classroom. I had the impression that the administrators didn't welcome Migrant Program people.

In the classroom teaching was being done on small group basis, 2:1, or 1:1 ratio by certified teachers. The teaching was on the whole "teacher centered" and the bilingual program was in its "infant" stage.

Teacher Aides

Many of the teacher aides were qualified teachers or university students. They do not have as many teacher aides as Arizona school districts.

Record Keeping and Transfer System

Michigan doesn't seem to be receiving good service from the record keeping and transfer system.

EQUIPMENT

In the migrant classroom and the classrooms in the junior high which I visited, I did not observe any audio-visual equipment. Avondale has more audio-visual equipment in the District and migrant property that is being used to serve the migrant child.

Avondale District has more teaching materials that are used in the classroom to help the migrant child in obtaining experiences for cultural enrichment and self-image. In Avondale, the migrant child is integrated into the classroom and given supplementary help.

In the high school, the Migrant Program has extended to include a counselor in the high school and are working towards special tutoring services for the migrant students.

Discussions with State Director and Regional Director

1. The Migrant Program is far from being accepted by schools and community.
2. There is a definite shortage of bilingual teachers.
3. Community involvement seems to be far reaching in Michigan, but at the same time there is a strong labor union and Chicano Power, which at times hinders the program, but, seems to be a necessary evil!
4. The migrant students during the winter are based on the five-year provision.
5. No lunch program during the winter.
6. Training program for aides; using college students. A great incentive and motivating factor to have students continue in school.
7. In many cases, a migrant teacher is hired in preference to teacher aides.

Discussion with three members of the Arizona Group

1. The main topic of discussion was the schools should accept the Migrant Program. The Program must be sold to the school through community involvement and its own merits. Members of the community must take part and the ultimate goal should be to help the child and not just think of the job.

Comments on Overall Observation

1. Since there is an exchange of ideas within the group, an interstate exchange group might be considered.
2. A trip to Michigan in the summer might have been more beneficial in view of the fact that their true migrant programs are in the summer.
3. Suggest "teacher exchange" on the basis of teachers working in the summer school program in a place like Michigan where there is a strong summer program.
4. While I understand that Arizona invited itself to Michigan, a stronger effort should be made to formulate a true exchange plan, a two-way learning opportunity.
5. I am hoping that we can move into the secondary school area with the Migrant Program.
6. It would be nice to have funds for clothing for emergency cases! I observed that Michigan had funds for such cases.

OBSERVATIONS OF THE MICHIGAN MIGRANT PROGRAM

During the Michigan visit nine representatives of the Arizona Migrant Program were able to observe a wide variety of things. We were warmly received on all levels from the State Department of Education to a mobile field unit. Opportunities were available to talk at length with directors, coordinators, counselors, teachers, aides and many others involved in the migrant program including the children themselves. Everyone shared an enthusiasm for the program and had ideas for the future. While in Lansing, we were able to visit shortly in the bilingual office.

All of the migrant centers dealt with language development. Several had an integrated program dealing with math and science. The mobile family training unit seems to be an excellent way of dealing with entire family problems since it goes to the home.

One aspect different from Arizona is the number of participants during the nine-month school session. Michigan has a large influx of farm workers only during the summer months. Thus their largest program is a six to ten week summer session. This we were not able to observe because of the timing of our visit. During the nine-month term, the program deals in remedial work specifically designed for the migrant child.

The first step is observation of the child in his regular class. He is then removed to a separate room each day for a period of thirty minutes to one hour. Groups usually consist of two to seven children. Most commonly there is a teacher and one aide in each migrant room. In the Hartford area one teacher works in three schools while an aide continues instruction during the week. Teacher aides were instructional in most situations. In all cases counselors, teachers and aides were carefully chosen on their ability to understand the migrant (this

includes his culture and language). In-service training was used before and during the term. The film "Cultural Conflict With Traditional Curriculum" by John Aragon was suggested for teacher orientation.

Some materials in use in migrant rooms for language development were:

1. Alpha I - Breaking the Code
2. Britannical Series - Oral Language Experience
3. Checkered Flag
4. Distar
5. Economy Reading Series
6. Launch - Random House
7. Leonard Series
8. Miami Linguistics
9. Mott Basic Language Program

At the Allen Street School in Lansing the teacher was particularly innovative with games and activities. Her original ideas were only surpassed by her enthusiasm.

The preschool program in Montague, Michigan, was very efficiently organized. It was important that the entire staff was bilingual because for many of the preschoolers it was their first contact with English. This school district is very strict on entrance to kindergarten. All children must pass the A-B-C Inventory and be able to speak English. For these reasons the preschool program is essential for the migrant child.

In all areas of the Michigan program, a pretest and post-test are used to determine progress during the year. This is of great assistance to the teacher in evaluating and improving her program.

In my estimation as the geographical locations of Arizona and Michigan are different so are their migrant problems. The bilingual problem in Arizona is more complex due to Mexico's close proximity. Both states seem to be dealing well with their particular problems.

EVALUATION OF MICHIGAN TOUR OF MIGRANT PROGRAMS

OVERVIEW

The recent trip to Michigan for an on-site observation tour of school programs for migrant students was, in the opinion of this observer, a worthwhile excursion.

Being able to see situations of migrant education practices, other than those existing locally, served to give one added insight into the many problems teachers and administrators encounter in migrant child education.

While it is apparent that each local education agency has its own unique problems, the problem of "racism" or "prejudice" does not appear to be as great or even, perhaps, of the same "quality" in Arizona as it does in the state of Michigan. The fact that the culture of the Southwest is heavily accentuated by people of Mexican heritage suggests that the Spanish-surnamed migrant child could be more willingly accepted into Arizona public school programs since he "blends" into the locale. However, in the Midwest, the migrant child can easily be considered an "intruder" into most any school program because he is distinctly different and can upset the status quo.

The migrant child, regardless of race, color or creed, does present educational problems to any school system that willingly or unwillingly serves a migrant population. It must be left up to the conscience of all persons involved in migrant child education as to whether or not the proper kind of educational objectives are being established to meet the special needs of the migrant child. I left Michigan feeling that there does exist in the state of Arizona the conscience necessary to effectively serve the children of migratory workers.

OBSERVATIONS OF MEETINGS, SCHOOLS, CLASSES, DISCUSSIONS AND VISITATIONS

The meetings set up by the Michigan Migrant Education officials were of interest and beneficial to this observer.

The variety of schools and situations visited, along with the discussions held, throughout the tour served to solidify in the mind of this observer the fact that each system has its own unique problems and must do its best to solve these problems. In Michigan, the conservative attitudes of some of the natives of that state (at least in the southwest sector) appears to have made the job of migrant education officials a Herculean task.

Also, it was evident that personalities play an important part in the effectiveness of migrant education programs--quality leadership, teacher competency, sincerity on the part of those directly involved in the education of the migrant child, etc., etc., must be taken into consideration when judgment is to be passed on information received or on direct observations made on a tour of this nature.

The state officials in Michigan did appear to be vitally concerned with the education of migrant children. Mr. Jesse Soriano, the State Director, and Mr. John Dominguez, the Regional Director in Van Buren County, impressed me the most as being sincere in their efforts. The discussions held by these gentlemen were certainly from the heart. They came on strong, and I felt that as long as they were involved in migrant education programs, the children participating would get a fair chance.

The teachers that I was able to observe appeared to be doing a good job of teaching. The teacher aides were busy with their work and looked like they were reaching the children. The schools visited were as I expected to find them--typical public school buildings. Some new, some

old, some warm, others cold. It was discouraging to see some of the rooms that the migrant students were being educated in--namely, an unattractive stage off the cafeteria and a portion of a teacher's workroom in a not-too-old school. The most attractive teaching units were to be found in the Methodist Church building that housed the migrant preschool program and the relocatable building at the Fennville School. I found that the children in the nicer surroundings appeared to be more receptive to what the teachers and aides had to offer. This would seem to suggest that the more pleasant the learning environment, the more chance for success the children will have.

CURRICULUM

1. Materials. The materials used in the Michigan Migrant Child Education programs included a wide variety of commercial and teacher-made items. The SRA Distar program seemed to be very popular in Michigan as did the Sullivan series and C. C. Heath's Miami Linguistic Readers. Some of the Arizona participants stated that they were using some of the same materials used in Michigan.

With the possible exception of some materials produced in the state of Michigan, e.g., Mott Basic Language Series 600A, and materials ordered from the Education Center of the Allied Education Council, P. O. Box 78, Gallen, Michigan 49113, the materials used in educating migrant children in Michigan can be found in a number of school systems throughout the country, depending on need and preference.

As with any program on the market, the materials used will only be as effective as the people using them.

2. Methods of teaching in all areas. Teaching methods used in Michigan appeared to be of the same variety that one would probably find in most any school across the country. Small group instruction (and at times, one-to-one) was prevalent. This may have been due to the fact that the children were sent to a migrant teacher and aide on a predetermined schedule. The Fennville relocatable unit was, in my opinion, the most favorable teaching situation observed.

3. Use of teacher aides. The use of non-certified personnel as instructional aides appeared to be working well. In every instance where aides were observed working with children, they appeared to be effective.

The aide training program as described by Mr. John Dominguez sounds as if the aides are adequately prepared. The aides appear to be carefully selected and Mr. Dominguez' graduated pay scale serves as an incentive for aides to do a better job and also to further their education. In almost all instances, bilingual aides were given preference, regardless of national origin.

4. Innovative Programs. The use of "traveling" mobile classrooms. These units were used where there wasn't any available space or where space would not be made available for migrant students. Personally, I did not feel that the total cost involved (purchase price, upkeep, time spent on the road, fuel, etc.) could really be justified. However, if this was the only way in which the children could be educated, it was better than nothing. In working with the "5-year migrant child" whose family is settling down, the use of a mobile unit in rural areas could be an effective means of reaching the children. With migrant children who are on the move with the crops, it could turn out to be a game of chase. I would have to

be more familiar with this to give a more concise evaluation. The most practical function of the mobile classroom unit, as I see it, was taking it to the migrant camps for Family Unit Education.

The use of counselors for migrant children only was new to me. While I did not observe or talk to a migrant counselor, the idea appealed to me. There is much to be said about students being able to rap with someone they respect and trust and who is made available to them outside of the classroom setting.

Another possibility in this area is the development in Michigan, through migrant funds, of the Interdisciplinary Oral Language Guide for use with students learning English as a second language or dialect. I did not see this in actual use but copies were distributed at the State Department of Education in Lansing.

5. New Concepts. The idea of Family Unit Education was of interest to me. Trying to educate members of the family other than the children is, in my opinion, a very commendable effort on the part of Michigan Migrant Education officials. The use of the mobile classroom unit (while not as successful as the Michigan people would like it to be) could serve in assisting a family to eventually "settle out" more comfortably. This approach could also serve to create a mutual understanding of education as it exists for students and parents of migrant backgrounds.

6. Record keeping and transfer system and utilization of terminals. The record keeping system observed seemed to be functioning properly. Each participating migrant education center had as part of its staff a records clerk. The only problem indicated was at the preschool center where the teacher-in-charge stated that she felt the information wasn't being received soon enough to give the children a better start. She also stated that there were many discrepancies found in the information received.

The output of the information received comes from the input of information received from a school that enrolls migrant students. It is evident that everyone involved in the gathering of the information should strive to be more precise in collecting and disseminating the necessary data.

It could well be that the NRTC must become the "aggressive" individual in the gathering of the necessary information as many educators are opposed to any extra paperwork.

COMMENT ON OVER-ALL OBSERVATION

I am of the opinion that the exchange of teachers and administrators for the purpose of observing and evaluating migrant education programs in different locales is worthwhile. One can get more from an on-the-spot observation than they can reading about school programs in a brochure. I feel that the interstate exchange should be continued and that Arizona school officials who receive migrant child education monies should be encouraged to allow teachers and aides to make intrastate visits of other schools with migrant programs. Perhaps, administrators should include in their migrant child education proposals some money to allow for payment of substitutes and travel allowances.

I would recommend that state officials in Arizona consider the establishment of a resource or instructional materials center handling those materials that are used in migrant programs throughout the United States. The center could be patterned after the Division of Special Education's Instructional Materials Center. Films, resource information, textbooks dealing with migrant education problems, educational games, etc., would be made available to all school districts involved in the education of migrant children.

For our own system--a set up like the one in Fennville, Michigan, would improve our program considerably. This is where the relocatable unit designed for small group instruction was used. A unit of this type at the LePera School, staffed with a certified teacher (who would be available to the Wallace and Blake Schools in Parker) working with all the migrant children and the existing aides, would do much to enhance our program. The use of the certified teacher would be similar to that of the Hartford, Michigan, program. If this can be done in Michigan, it should be so in Arizona.

I felt that there was quite an expenditure of migrant funds in Michigan on administrative costs; there appeared to be many, many coordinators (administrators). However, one would have to know more about the overall set up in Michigan. This is probably the only way that it could operate.

REPORT OF MICHIGAN OBSERVATIONS

The overall basic objective of the Michigan Migrant Program is to meet the educational needs of migrant children by providing the opportunities and programs that will make them productive citizens of our society.

Mr. John Dominguez (Regional Director of the Lawrence area) informed us that the Program faces the same problems faced by other areas of the country. Some schools and school boards have a negative attitude; some don't want Migrant Programs because of situations in the past; some are reluctant because these migrants are out-of-state people, non-white or non-Anglo and some are "poor whites." The Program also lacked continuity because of the high turnover rate among staff, aides, consultants and directors.

On the other hand, the Program is succeeding in turning over responsibility to local boards. Local administrators can control the programs as long as they follow state guidelines. Mr. Dominguez also reported success with the area's aide program; one-third are migrant, one-third are ex-migrant and one-third are others. Most are college students and are on a graduated wage scale according to the amount of education they have. The incentive is for the aides to continue their education. They have also solved the problem of hiring qualified bilinguals by recruiting Mexican-Americans and other bilinguals in Texas and the Southwest.

Most of the Michigan Migrant Programs are run during the summer and serve some seven to eight thousand children. These programs may run from four to eight weeks and have a six to eight-hour school day. During the regular school year the Migrant Program may serve some four thousand children, mostly by providing tutoring services in another room or in a mobile room during school hours. Since more than 70% of the migrant workers in Michigan are of Spanish-speaking ancestry, the programs deal heavily with reading and language arts.

A great many of the schools we visited were older structures with limited room and finding a place for the tutorial services and migrant teacher was a problem for them. In one particular school (Hartford Elementary) the migrant class was conducted on the stage behind a curtain in the cafeteria. In all the other places we visited a more favorable environment was provided; in particular, the mobile classroom unit (Anna Michen Elementary, Fennville) was an excellent facility and well utilized in a school that had no room for the migrant teacher. The Program also provides a mobile unit, a classroom on wheels, that goes from school to school to provide a place for the migrant teacher to work with the children. During the summer programs mobile libraries are also provided. These are rented from the State Department of Education.

In all of the schools we visited, the migrant teacher or an aide was working with the children in a small group situation. These children go from the regular classroom to the migrant teacher for specialized help. All of the migrant children we saw were in the migrant teacher's rooms. We did not have the opportunity to see how these children were handled in the regular classroom.

An interesting program we observed was the Methodist preschool program (Montague) which is funded by migrant monies. This program was originally funded for 35 children but serves 86. The children arrive at 8:00 in the morning and leave at 3:30 in the afternoon. They are given breakfast, lunch and a snack. The children must pass a test (the ABC Inventory) to go into kindergarten; if they do not pass it they go back into preschool programs. The Methodist preschool program's primary function is to help provide the experiences and enrichment necessary to pass the test and to go into kindergarten. This Program makes excellent use of Mexican-American aides, many of the mothers of the children assist in the program and explain things in Spanish, when necessary.

The migrant teacher in this program informed us that their records do not arrive quickly, probably because of a tie-up at the terminal. The other schools we visited did not seem to have this problem.

The migrant teachers at the Anna Michen Elementary School, Fennville, were using Alpha I reading program and reported very good success with it. This program is not in wide use in Arizona.

The Allen Street School (Lansing) migrant teacher used many games and activities, many made by herself, to help promote meaningful language development. These included many spelling and vocabulary activities to give the child competence in language arts.

I did not notice any audio-visual equipment other than record players and tape recorders in any of the schools we visited.

Michigan has realized, as we all have, that the failure to educate these migrant children properly is a waste of valuable human resources and has begun to implement programs that will bring them into the mainstream of American society.

This observation trip has given me an opportunity to gain a better understanding of the Migrant Program and it has again reminded me how informative it is for any teacher to observe other schools and teachers.

Recommendation: Begin an intra-state visitation observation program.

ARIZONA - MICHIGAN REPORT

My recent trip to Michigan, as part of the group of administrators representing Arizona's Migrant Child Educational program, has been a most gratifying and informative experience. I'm thankful to the Arizona State Department, Migrant Child Education Division, for giving me the opportunity to participate in this year's inter-state teacher exchange. I also want to thank the representatives of Michigan's Migrant Child Educational Program, both local and State for the courtesy and hospitality extended during our visit.

The schools visited in Michigan presented a good cross section of migrant child educational programs in the State, in that we had the opportunity to observe programs in a large city, Lansing, and also in the rural areas of the State. My observations at the various schools visited, I believe, do not provide a good basis for comparison between the two state programs because Michigan's emphasis is on summer programs.

The reason for emphasis on summer programs is that agricultural activity in Michigan does not start until late March and early April due to the long winter. At this time of the year approximately 50 to 60 thousand migrants enter the State. Most of these migrants are from the state of Texas and the remainder from the southern states. Ethnically, this migration brings into the State a great number of school age children of which the larger percentage is Mexican-American and the smaller percentage southern white and black.

The needs of this ethnic composition of school-age children are basically the same as those of the migrant child in Arizona. Their literacy status is indeed low and there definitely exists a language barrier problem. The Michigan program does take these needs into consideration and is at present providing instruction in oral language development in the lower grades and reading instruction in the upper

grades. In-service training for teachers and teacher aides in the program receives major emphasis. The Michigan program also places a lot of emphasis on cultural awareness in attempting to develop a positive image, particularly in the Mexican-American migrant.

Curriculum materials being utilized at the different LEA's were not very different from what some of the Arizona schools use. Besides many locally prepared materials, there were the usual ones such as: Peabody Language Development Kit, S.R.A., Project Read-Sullivan, Distar and many others. Insofar as audiovisual instructional equipment is concerned, there seemed to be a lack of it at all schools visited. I feel that there is a definite need for it.

In meeting the educational and social needs of the migrant child in the state of Michigan, I believe more cooperation from the LEA's is necessary. During our visits to the different schools only on one occasion did we have the opportunity to talk to a school administrator. One gets the feeling that the migrant program and the local school program are working independently of each other. It was obvious to me that problems do exist and that the residents of Michigan in the various communities see migrants as "outsiders," or "foreigners," or that migrants, especially those of Mexican-American descent, are a "Texas problem" and not a Michigan one. Attitudes like this certainly cannot contribute to the full development of the migrant child both socially and educationally. This being the case, it is not uncommon to see a large turnover of administrators and teachers in the migrant program. A comment made during one of the tours was that teachers use the migrant program as a stepping stone to jobs in the local school districts. This in itself is not contributing to the effectiveness of the program because the element of continuity is constantly disrupted. There must be continuity in a program in order for it to be effective.

The migrant educational program in Michigan does have highly qualified and competent people and I believe more progress will be made; although, in large, its progress is dependent on how well the LEA's will accept it as truly serving the needs, not only of the normal school population but of the migrant child that goes there every year.

There are a lot of fine points in the Michigan program such as: the great emphasis placed on counseling and social service to the migratory worker and his children, the use of mobile units in order to provide the individualized instruction where it wasn't possible before, and the emphasis of hiring more bilingual aides and teachers in order to relate to the migrant worker and his children.

In conclusion, I can say that the teacher exchange component of the Arizona Migrant Child Educational Program is a very good device for measuring the effectiveness of our State's program on a comparative basis with other states. I believe Arizona's program is highly organized and quite effective.

EVALUATION OF MICHIGAN MIGRANT PROGRAM

The Lansing Migrant Coordinator met with the Arizona delegates on Tuesday, April 22, 1972, for a briefing on the Michigan migrant program. The Lansing migrant program consists of one head office coordinator, two home visitors, five certified elementary teachers, two counselors, three teacher aides, and one secretary. Of Lansing's 150,000 population, 35,000 are Mexican-American. Between two and three thousand migrant students are dispersed throughout the Lansing Public School System. The five-year program is considered adequate. Reading, oral language skills, and math are the prime curriculum priorities throughout the migrant programs. The language needs of the Michigan migrants are given first priority. The curriculum for the migrant program also provides for enrichment activities such as music and art. The program also provides emergency health and clothing funds. The Uniform Record-Keeping Office at Mt. Pleasant keeps track of school progress, illnesses, etc.; every migrant program participates in a computerized national student exchange system.

The Michigan migrant program operates at capacity during the summer months, for the crops are harvested during this time of year.

The physical setup of the migrant classroom at the Allen Street Elementary School in Lansing consisted of one teacher and an aide. The migrant students worked according to grade level for approximately 30-minute periods each day. The teacher utilized many excellent innovative aids and made good use of the materials available. I was most impressed with her Passport Office Activity. The children earned play money which was later converted into actual purchase power. The children made out their own passport after obtaining the necessary information; also each individual kept his own bankbook and entered his earnings after completing the assigned task. This Passport Office Activity replaced the standard

grading system and served as an evaluative technique for the teacher. The following are other innovative materials implemented into the program to stimulate the learning process: Swat Boards, Computer Cards, Basketball Game, Make Words Your Friends, Hijack and use of puzzles. All materials were demonstrated by the teacher and her aide. The teacher made excellent use of the tape recorder and record player. I did not notice any other audio-visual materials. The Peabody Kit, Miami Linguistic Series, Leonard Series, Distar materials and the Checkered Flag Series were the materials used in the reading core.

Unfortunately we were unable to observe any of the bilingual programs in the Lansing area. The group did visit the bilingual staff at the Oak Street Elementary School following our visit at Allen Street School.

While in Lansing, the group visited with the migrant counselor at Eastern High School. Since daily classes had terminated, we did not observe any of the programs.

The Methodist Preschool Migrant Program in Montague, Michigan, serves migrants who are transported within a 25-mile radius. Sixty toddlers, preschoolers, and kindergartners are enrolled in the program; 10 to 50 percent are active migrants. The emphasis of this program is on physical readiness for learning in the preschool and elementary program.

Mr. John Dominguez, Migrant Director of the Van Buren Intermediate School District, met with us following our observation in Montague. The migrant program was described as a program lacking continuity. Administrators were willing to have the program providing they had complete control. We observed a migrant classroom situation at the Hartford Elementary School. The class was conducted on the stage of the gym; facilities appeared inadequate. Children were released from their regular

classroom activities for approximately thirty minutes per day. There were few teaching materials available, and I did not notice any audio-visual equipment at all.

The Anna Michen Elementary School in Fennville, Michigan, terminated our observations of the Michigan migrant program. The migrant classes were conducted in three mobile classroom units. Teachers were working with small groups in each unit. Also, a bilingual aide was giving individual attention to students in the back of the room. All three teachers were utilizing Alpha I materials. I was most impressed with the program (presently there are only two districts in the Phoenix area utilizing Alpha I materials).

Michigan has numerous migrant programs operating throughout the state; and whether the migrants' cultural customs and national organizations appeal to the local residents or not, it is obvious through these programs that migrant workers play an important role in the economy of their community. Through my observations of these programs, I have gained a better understanding of the migrant child and his needs.

Even though the education of the State of Michigan has placed special emphasis on improving the education of migrant children, they have proven that the migrant child <u>can</u> learn through effective teaching. It is my feeling that teachers who believe in these children's real abilities and who respect these children as capable human beings should be able to make a significant change in the lives and education of migrant children.

<u>Recommendation</u>:

Would like to see an intrastate exchange program develop.

OBSERVATION REPORT OF MICHIGAN MIGRANT PROGRAM

Our group was welcomed very graciously by not only the Michigan Migrant Department staff but all the coordinators and teachers that we met on our trip.

The Lansing Migrant Program is headed by R. Santa-Ana who is the Coordinator. Helping him with his $178,000 migrant program are two home visitors, 5 elementary teachers, 3 aides, 2 counselors for junior high and high school and one secretary.

There are 100 migrant children that the area is serving, 5% being hard core and 95% on the five-year plan. The program is serving eleven elementary schools, one junior high and one high school.

In the $45,000 summer program the area serves 100 children on the five-year plan. This includes 3 aides and 1 teacher per 20 children.

Most of the migrant centers of Lansing are found in the inner city because most of these people cannot afford the suburban areas.

I visited Pleasant View School where they had a migrant room pulling 15 children K-6th grade. They are given special help on the one to one basis in the skilled areas where they lack proficiency.

The room was rather small and appeared to be used for storage of school materials which might hamper the creative efforts of the teacher. This same teacher also teaches at Northwestern School in the afternoon.

Allen Street School was next and I saw creativity coming forth in teacher-made puzzles and games. These were used to teach basic words before going into reading material, math concepts and phonetical areas. Lloydine Shreve was the teacher working with one instructional aide in a migrant room, pulling children for 30 minutes to one-hour time blocks throughout the day.

In Montague, Michigan, we found a Methodist preschool funded for 35 children with total enrollment of 86. This school covers 2 counties so

transportation is quite expensive, about $15,000. The total winter program was $82,000.

A zoo unit was being done while we were there and the rooms seemed aptly furnished with materials and equipment.

The summer program will be an all day program serving toddlers through 12 year olds, approximately 60 children. There will be 3 teachers and 9 instructional aides working with a $34,000 funded program.

John Dominguez is the coordinator for the Lawrence, Michigan, area. Van Buren County serves 800 migrant children in the winter and 1000 in the summer. The biggest problem they seem to face is continuity in all phases of the program, especially on the local level. At this time supportive educational services are being provided for the migrant child in whatever area he needs. Mr. Dominguez gave us articles on not only Michigan's migrant program but items written concerning the Mexican-American's plight in our educational system.

I visited Hartford School where the migrant room was behind the stage. The teacher here was using Distar Reading and Language as a supplement to the school's reading program and had primarily ditto work in other areas. She has 110 children from grades 1 - junior high and an instructional aide. There was no migrant summer program scheduled because the Board had voted against it.

The last two schools were Anna Michen Elementary School and Fennville Junior High. I was quite impressed with the transportable units for small group instruction that the migrant program had at Anna Michen School. The program serves 120 children, 6 in a group 45 minutes per day. Alpha I is being used along with the Sullivan series and other high incentive materials to supplement the migrant child's needs.

At Fennville Junior High there is a mobile unit which serves as the migrant room. During the day it serves 35 junior high children and at night is used as a family unit educational center; usually 4 nights a week. In this way they try to help the children in the family environment.

Since I did not visit any regular classrooms, I did not have the opportunity to see what equipment was being used in the schools. The migrant rooms that I saw were not using any special equipment at the time we were there.

It was also apparent that the migrant teachers in some areas had to divide their time between two or three schools, which seemed to lessen the effectiveness of the program.

I felt that if I had been able to visit a few regular classrooms I might have gotten a clearer picture of the whole school atmosphere. It was apparent that there were problems between the administration, community and migrant programs in most areas that our group visited. Perhaps a better public relations organization would help the migrant image in the community; using all forms of our communication system to relate events and needs of the program.

Everyone was very nice to us in all the areas that we visited and I felt very fortunate to be able to represent our State in Michigan.

OBSERVATION OF

MICHIGAN MIGRANT EDUCATION PROJECTS

It is evident from the meetings and discussions with the Michigan Migrant Education personnel that the primary objective of the Michigan Migrant Education program is to provide the migrant student with a sound, comprehensive, supportive educational climate to meet their specific needs. The Michigan Migrant program also provides migrant families with health, nutritional and family unit services in an attempt to provide intensive help.

Such objectives are worthy and if properly executed and supported would make a significant difference in the lives of migrant children.

According to information from migrant staff at all sites visited, opposition, prejudice, discrimination were attitudes that seemed to pervade the feelings of the communities and local school districts concerning acceptance of the migrant programs.

Conservative communities and school districts seemed disinterested in participating in a migrant project. Why? Apparently, at first, there was eagerness by the school districts to get the money for projects, but this is not the case now--false interests and intentions were screened out. It is my impression that there is a lack of communication of interests between local school officials and migrant staff. The money is there but some schools are reluctant to utilize it for summer migrant programs. (It should be noted that the greatest number of migrant students are served through summer programs. Each summer approximately 50,000 to 60,000 migrants enter the state of Michigan to harvest seasonal crops.)

Continuity is a big problem. There is a big turnover in all phases of the program especially at the local level--turnover of administrators, staff, teacher aides and consultants even at the state level. The migrant

programs require specially qualified personnel--because migrant children have special needs that must be met. The required guidelines that the Michigan Migrant Education Program has set up seem reasonable enough--they are willing to let school administrators run all phases of the program as long as they comply with state guidelines. Since migrant funds are substantial, migrant officials feel they should have some say in what services are to be provided and what is to be done with the education of migrant youngsters. They want migrant teachers, aides, counselors and other migrant resource personnel to work hand in hand with regular classroom teachers in educating migrant youngsters.

But, what conditions actually exist in the participating schools? How much is really accepted, how much rejected? Why should communities shun migrants as outsiders and discriminate against them--mostly Mexican-American and southern white? And, further, do these negative situations really exist? Perhaps school officials would disagree, but since we were only able to talk briefly with one principal, I can hardly say I know the various school and community's points of view.

1. Lansing, Michigan

3 sites visited:

High Street School (Migrant District Office)

Pleasant View School

Allen Street School

High Street School

At High Street School we met with the Lansing Migrant Education Coordinator, Mr. R. Santa Ana and his staff. The 1971-1972 Lansing Migrant Winter Budget was $178,000.00. All migrant personnel in Lansing are bilingual and the majority are Mexican-American.

The Lansing migrant staff includes:

1 coordinator

2 home visitors (they aid families in getting the help they need as well as referring them to the proper agencies for special services)

1 secretary

1 high school counselor-consultant

5 elementary school teachers (furnishing remedial work on a 1-2, 1-3 basis, in reading, language and math. Teachers are assigned to a school by the migrant office and have their own rooms at specific schools. Teachers are given approximately $400 for materials and can also use the facilities of the school. Lansing school districts have many federally funded projects and money, so schools are well equipped.

3 aides - high school graduates - performing a variety of duties.

Extra services supplied to all migrant students:

emergency clothing

dental care

medical care

The summer 1972 Migrant budget is for $45,000 serving 125 students, with 3 aides and student/teacher ratio of 20:1. The Lansing Migrant Winter Education Program serves 11 elementary school districts, 1 junior high school and 1 high school--300 migrant students, 95% of which are "Chicano" and the other 5% are black, white and Puerto Rican; only 5% of these 300 students are considered mobile migrants, and 95% are served on the five-year program.

The migrant population, coming mainly from the southwest and Texas, live primarily in the inner-city where housing costs are more affordable than elsewhere. Because of increased automation, migrant employment is decreasing. Students are identified as migrant students when one or more parents or guardian seeks work in the fields or any other agriculture related employment.

The coordinator of the Lansing projects states that the strongest opposition comes from the conservative building principals who buck migrant proposals and only accept minimal aid from migrant sources, and this is done reluctantly.

We did not see the migrant room at High Street School.

Pleasant View School

It seems the migrant room is shared with the special reading teacher--the room is divided by a folding door. The room was narrow, crowded with storage boxes, striking one as a rather drab atmosphere for learning. The teacher worked on a 1:1 basis with students in K-6 for 15-20 minutes. Working on a tutorial basis with students in math and reading (she was using Alpha One). We did not have time, nor the opportunity, to talk with the teacher concerning the students progress, curriculum scope, or methods and materials used. The teacher spends the morning here and the afternoons across town at another school.

Allen Street School

Migrant Teacher: Miss L. Shrieve

The two hours I spent in the basement migrant room here were fascinating, extremely informative, enthralling. Miss Shrieve is

a very dynamic, warm and sensitive teacher. It was obvious she was a part of the life of her students. Miss Shrieve was simply overflowing with ideas for teacher-made, student-absorbing, and challenging learning games adaptable for any age and all interests. Miss Shrieve and her aide had their full schedule--small groups of students every 30 minutes--well under control and it was obvious her students were achieving well. I left her room with a wealth of ideas, freely and eagerly given, glad to have met such a dedicated and dynamic personality.

2. Montague, Michigan - Migrant Preschool Program

Classes were held in a Methodist Church. Children attend all day, 8:30 a.m. - 3:00 p.m., and are served 3 meals, breakfast, lunch and afternoon snack. The 1971-1972 Winter Project budget was for $82,000, funding for 35 (but actually enrollment has exceeded 86) with 3 teachers and 9 aides. The summer budget is for $34,000 and serves 60+ students from toddler to age 12--summer program is held in regular school classroom, but locals are very opposed to special attention given the migrants and so are opposed to use of the school for the program. The conservative communities served by the project (encompasses 2 counties) seem very opposed to the special attention these children are getting, many of the people feel their children need such a program, yet aren't eligible as migrants, so shun the program altogether. There seemed to be other hassles too, legal and otherwise, to hinder the progress of the program. Academically, much oral and physical reading readiness work was being done with the students.

3. Lawrence, Michigan

Mr. John Dominquez, Regional Migrant Director for Van Buren Intermediate School District and other Tri-County Migrant Education Programs, has been Regional Director here for approximately 3 years and has brought some needed changes in attitudes, set-up, administration and evaluation. But here again the communities of this tri-county area are extremely opposed to acceptance of migrant programs. Why so much opposition? Apparently, people are prejudiced against migrants because they are outsiders, poor Mexican-Americans or "southern white." There have been legal and social clashes among the migrants and local growers. The United Migrant Opportunity, Inc., is concerned with helping migrants morally and legally and the growers carry much influence in the community.

Mr. Dominquez's staff is 5/6 bilingual and Mexican-American. The staff consists of:

5 certified classroom teachers who provide tutoring services to students

1 counselor

1 teacher for young adults (also the family unit worker)

teacher aides are all high school students

Mobile units are provided at the schools (and homes) if the facilities at the school are not adequate

The budget consists of one-half million dollars plus, serving 800 winter and 1,000 summer migrants.

It seems as though there are strong opinions, biases and misinformation on both sides of the issues, especially here in a

heavily migrant populated area. Perhaps some concentrated public relations work needs to be done before programs will really be effective.

Hartford Elementary School

The migrant program here is held in an ill-lit, dreary looking stage. The migrant teacher works with small groups of children. She uses some Distar reading materials, but otherwise seems to rely chiefly on ditto work. The teacher works on material to supplement regular classroom work in phonics, language drill and math. The migrant teacher spends one-half hour in afternoons in K-3 students regular classroom, observing, to gain further insight into her students strengths and weaknesses. This migrant teacher teaches K-3 at this school, grades 4, 5, and 6 at another school, and grades 7 and 8 at still another school. So, her days are split, she serves 110 children.

Hartford's Board of Education voted against having a summer migrant program, the money was available, but the district refused to accept it. It seems Hartford has had money troubles, many troubles, having recently lost a bond election and two millage issues.

4. Fennville, Michigan

Anna Michen Elementary School and Fennville Junior High School

Fennville was again a conservative town, yet seemed to have an active, effective migrant program. At Anna Michen School the program was set up in a modern, pleasant transportable unit. There were 3 classrooms, teaching 1-6. The set-up was quite impressive, a challenging atmosphere and obviously successful. The three teachers worked for 45 minutes to an hour in the language arts areas (using Alpha One and Sullivan) with small groups of students, 6 or less at a time. The

program director was very confident about their program and seemed willing to try any new approach to make his program as effective and helpful as possible to the migrants he serves. The migrant "room" at the junior high school was a mobile unit, since the junior high school building was not only already crowded, but also condemned. The migrant personnel in Fennville are convinced that even at the age of 15 they can teach a student to read, and have devised some practical means of proving to the students the need to learn to read. The mobile unit is also used at night in the neighborhood as a family services unit--helping parents and children with any aid they can provide for them. The migrant teachers in this project are not bilingual, yet seemed to relate well with the students.

Thus our tour was complete. So much can be gained from such experiences and visits. It helps us look with more understanding at our own situations and gives a basis of comparison of methods and materials. Certainly, I found many things I could use in the program at our school, and much of what was being done were things we utilize every day to reach our migrant students.

Everywhere we visited the Michigan Migrant personnel were most kind and hospitable to us. We received much valuable material and information.

I hope support for Michigan Migrant programs increases. Understanding all aspects of the issues involved by all the people concerned takes carefully planned communication. Effective educational opportunities and programs can't be supplied if they aren't supported properly.

I feel that with increasing automation in agricultural fields, that <u>now</u> is the critical time in the education of migrant youth. In only a

few years migrant workers will be unneeded. Their children need an education which will save them from a life on welfare and which will give them the skills to become productive and satisfied members of our society.

I thank the Arizona Migrant Education Department for giving me the opportunity to have this visitation and observation experience.

4202 W. Van Buren
Phoenix, Arizona 85009
May 2, 1972

Dear Bill,

Hope this is what you are looking for, if not please contact me and I'll try again.

The trip was most enjoyable and I'm certainly grateful that I was able to go. Thanks so much for everything; your thoughtfulness is appreciated.

Sincerely,

Jane Johnson

May 4, 1972
Gadsden, Arizona

Dear Bill Padilla,

Thank you for the materials that came in today's mail. I do hope that the slowness of my report hasn't caused you much inconvenience. In addition to teaching this week, I have been studying for the Arizona Constitution Test this Saturday. It doesn't make for very speedy reading.

You were a good "leader" on the trip.

Sincerely,

Janet Fulton

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Avondale Elementary School

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235 W. WESTERN AVENUE
AVONDALE, ARIZONA 85323

Superintendent
L. F. COOR
Principals
WAYNE BOWLING
CHAUNCEY B. COOR
LOREN W. VAUGHN
Business Mgr.
MARIAN G. WENDLING

May 4, 1972

Mr. Rocky Maynes
Migrant Child Education
Capitol Annex West Rm. 412
1688 West Adams
Phoenix, Arizona 85007

Dear Mr. Maynes:

May I take this opportunity to thank you and the Dept. of Migrant Education for making it possible for me to travel to Michigan with the Teacher Exchange Group.

I was very happy of the opportunity to see what other states are doing in this field. Of course, I am very happy to say that I am proud of Our Program here in the state of Arizona and feel that our program has made head way in the school districts and is becoming a part of the educational plan for the Migrant child.

It is also interesting to see how much one learns from the members in the group.

Thank you very much for the opportunity.

Sincerely yours,

Frances Amabisca

Frances Amabisca

FA:rc

WALLACE ELEMENTARY SCHOOL
A. B. FOX, PRINCIPAL
669-2613

LE PERA ELEMENTARY SCHOOL
MAX TRUBY, PRINCIPAL
BOX 169, RT. 1, PARKER, ARIZ.
662-4111

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May 4, 1972

Mr. Bill Padilla, Administrative Consultant
Migrant Child Education Division
Arizona Department of Public Instruction
1688 West Adams - Suite 412
Phoenix, Arizona 85007

Dear Bill:

Enclosed is my evaluation of our recent trip to Michigan.

If anything needs further explanation, please do not hesitate to contact me.

Sincerely yours,

Rudy

Rudy G. Gonzales
Principal, Blake Primary School